

CALIFORNIA STATE UNIVERSITY, EAST BAY

Department of Educational Leadership

University Cohort

EDLD 6550: School Site Leadership and Organizational Behavior

Peg Winkelman, Instructor, Spring 2015

Class Times: Thursdays, 4:30-8:00 PM

Office Hours: Thursdays, 3:00-4:30PM

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COURSE DESCRIPTION: As a community of learners we will analyze administrative challenges, explore processes and venues for engaging diverse groups in school improvement, and develop procedures and tools for effective school leadership. In this final core course of our first year program we provide a process of reflection and self-assessment resulting in a Leadership Portfolio. We will examine the role of the school site leader in the implementation of Linked Learning (see Course Outline).

Referenced Texts: *Bridging the English Learner Achievement Gap- Essential Lessons for School Leaders* Garcia, Ray, Teachers College 2012 and *Failure Is NOT an OPTION* Blankstein, Alan M. Third Edition, Corwin 2013

Linked Learning Video links: <http://www.connectedcalifornia.org/video>

COURSE OBJECTIVES: The Department of Educational Leadership at CSUEB has developed the following Essential Questions For Leaders:

What difference are we making and for which students? From whose perspective? What skills and support do I need to take risks and lead for equity?

What are powerful ways to include and energize everyone to share responsibility for equity and better results for all students?

How are we doing at focusing resources and energy where they will make the most difference to the quality of teaching and learning?

Who belongs and has influence—and who doesn't? How does it feel to work, learn, participate, and live here? From whose perspective?

How are we engaging outside resources, forces and relationships to help us learn and change what needs to change to get the results we want?

The California Commission for Teacher Credentialing (CCTC) has recently adopted California Administrator Performance Expectations (CAPEs)

Category A: Visionary Leadership

CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency's Overall Vision and Goals

CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community

CAPE 3: Leading by Example to Promote Implementation of the Vision

CAPE 4: Sharing Leadership with Others in the School Community

Category B: Instructional Leadership

CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction

CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth

CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors

CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals

Category C: School Improvement Leadership

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

Category D: Professional Learning and Growth Leadership

CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth

CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities

CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Category E: Organizational and Systems Leadership

CAPE 16: Understanding and Managing the Complex Interaction of All of the School's Systems to Promote Teaching and Learning

CAPE 17: Developing, Implementing, and Monitoring the School's Budget

CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations

Category F: Community Leadership

CAPE 19: Representing and Promoting the School's Accomplishments and Needs to the LEA and the Public

CAPE 20: Involving the Community in Helping Achieve the School's Vision and Goals.

COURSE EXPECTATIONS:

- * Provide a professional and collegial context for inquiry and learning.
- * Develop knowledge and understanding of the essential roles and functions of educational leaders.
- * Analyze varying concepts of leadership.
- * Integrate fieldwork practice with the concepts and problem-solving processes of the course
- * Listen, really listen and learn from each other.

We expect each class to include opportunities for new knowledge, inquiry, practice, personal reflection, and the benefit of colleagues' experience. As a participant, each class member brings insight, challenges and leadership to the group. Your full participation will add to the richness of our discussions and to the variety of viewpoints that contribute to problem-solving. Full participation includes reading selected materials and preparing for discussions and case studies in class. Your presence at each session is vital to achieving course goals. Please be sure to call me to let me know in advance (if possible) if you cannot make the class. It is your responsibility to find out what you missed.

Presentations and written work should reflect graduate school standards for: quality of content; clarity of thought and expression; analysis, discussion, conclusions and application to leadership decisions.

ASSIGNMENTS:

- Readings for class (See Course Outline)
- Class assignments (e.g. written responses)
- CAPE Work Group Presentation
- Portfolio

GRADING:

Students who come to class prepared, demonstrate exceptional writing and collaborative skills, participate in class discussions and case studies, will receive an A. Student writing should be clear, concise, and of graduate level. Students completing all items with a graduate level quality of work will receive an A. Students unable to complete the requirements will receive a lower grade or an incomplete.

Grading is based on:

Attendance/Participation (including case studies)	25%
Written Responses	10%
Group Presentations	25%
Portfolio	40%

EDLD 6550: Introduction to Educational Leadership
Proposed Course Outline

Week	Topic/ Standard	Referenced Readings	Due	Linked Learning <i>Videos</i> & leadership prompts
1	Introduction to Systems Thinking	Portfolio Guidelines Senge: What is systems thinking?	Organize Artifacts by CAPE	What systems need to be in place to implement LL?
2	Visionary Leadership (A)	#5 Common Mission, Vision, Values, & Goals (Blankstein)	CAPE A Draft	What is Linked Learning? What does a leader need to do support this vision at his/her site?
3	Instructional Leadership (B)	#6 Ensuring Achievement for all Students	CAPE B Draft	<i>Student Voices</i> How does a leader support student success?
4	School Improvement Leadership (C)	#8 Data-Based Decision Making for Continuous Improvement	CAPE C Draft	<i>Teacher Leaders</i> How does a leader support the development of LL Teacher Leaders?
5	Professional Learning & Growth Leadership (D)	#7 Collaborative Teaming focused on Teaching & Learning	CAPE D Draft	<i>Curriculum Development</i> How does a leader design professional learning for teachers?
6	Organizational and Systems Leadership (E)	#9 Gaining Active Engagement From Family and Community	CAPE E Draft	<i>Enhancing Project-Based Learning through Industry & Community Involvement</i> How does a leader foster community engagement?
7	Community Leadership (F)	#10 Building Sustainable Leadership Capacity	CAPE F Draft	<i>Broad-Based Coalition</i> How does a leader create sustainable systems to continue linked learning?
8	Applied to Current Issues in the field:	CAPE Work Group Presentations	Leader Portfolio	Generate Questions for Antioch Linked Learning Leadership Panel
9	Applied to Current Issues in the field:	CAPE Work Group Presentations	Linked Learning Panel	Antioch Systemic Leadership Plan for Linked Learning
10	Final Thoughts	Mock Interviews	Resume	Next Steps

